

Clinton Elementary

800 Chestnut Street
Clinton, South Carolina 29325

Grades	PK-5 Elementary School	
Enrollment	514 Students	
Principal	Dennis Dotterer	864-833-0812
Superintendent	John S. Taylor, Interim Superintendent	864-833-0800
Board Chair	Myron (Buddy) Hunt	864-833-5773

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	22	72	9	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Below Average	No
2006	Below Average	Below Average	No

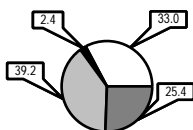
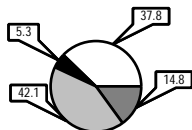
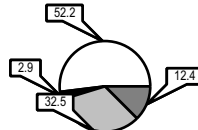
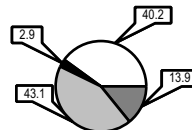
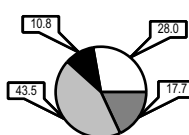
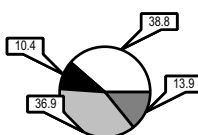
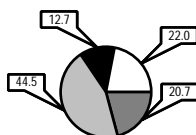
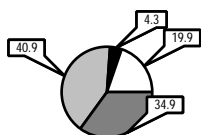
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	222	99.5	32.7	39.4	25.5	2.4	38.5	Yes	Yes
Gender									
Male	107	100.0	44.1	32.4	22.5	1.0	30.4	N/A	N/A
Female	115	99.1	21.7	46.2	28.3	3.8	46.2	N/A	N/A
Racial/Ethnic Group									
White	104	100.0	23.5	33.3	38.2	4.9	56.9	Yes	Yes
African American	101	100.0	43.0	46.2	10.8	0.0	18.3	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	30.0	40.0	30.0	0.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	171	99.4	23.3	44.7	28.9	3.1	44.0	N/A	N/A
Disabled	51	100.0	63.3	22.4	14.3	0.0	20.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	99.5	32.7	39.4	25.5	2.4	38.5	N/A	N/A
English Proficiency									
Limited English Proficient	14	92.9	36.4	36.4	27.3	0.0	36.4	I/S	I/S
Non-Limited English Proficient	208	100.0	32.5	39.6	25.4	2.5	38.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	147	99.3	41.8	41.0	16.4	0.7	24.6	No	Yes
Full-pay meals	75	100.0	16.2	36.5	41.9	5.4	63.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	222	99.5	37.5	42.3	14.9	5.3	34.1	Yes	Yes
Gender									
Male	107	100.0	41.2	41.2	12.7	4.9	29.4	N/A	N/A
Female	115	99.1	34.0	43.4	17.0	5.7	38.7	N/A	N/A
Racial/Ethnic Group									
White	104	100.0	20.6	50.0	21.6	7.8	49.0	Yes	Yes
African American	101	100.0	59.1	31.2	8.6	1.1	18.3	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	20.0	60.0	10.0	10.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	171	99.4	30.2	44.7	18.9	6.3	42.1	N/A	N/A
Disabled	51	100.0	61.2	34.7	2.0	2.0	8.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	99.5	37.5	42.3	14.9	5.3	34.1	N/A	N/A
English Proficiency									
Limited English Proficient	14	92.9	18.2	63.6	9.1	9.1	27.3	I/S	I/S
Non-Limited English Proficient	208	100.0	38.6	41.1	15.2	5.1	34.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	147	99.3	50.7	38.8	7.5	3.0	21.6	No	Yes
Full-pay meals	75	100.0	13.5	48.6	28.4	9.5	56.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	222	99.5	51.9	32.7	12.5	2.9	15.4
Gender							
Male	107	100.0	52.9	32.4	11.8	2.9	14.7
Female	115	99.1	50.9	33.0	13.2	2.8	16.0
Racial/Ethnic Group							
White	104	100.0	33.3	43.1	19.6	3.9	23.5
African American	101	100.0	72.0	21.5	5.4	1.1	6.5
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	60.0	30.0	10.0	0.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	171	99.4	47.2	35.2	14.5	3.1	17.6
Disabled	51	100.0	67.3	24.5	6.1	2.0	8.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	99.5	51.9	32.7	12.5	2.9	15.4
English Proficiency							
Limited English Proficient	14	92.9	63.6	27.3	9.1	0.0	9.1
Non-Limited English Proficient	208	100.0	51.3	33.0	12.7	3.0	15.7
Socio-Economic Status							
Subsidized meals	147	99.3	62.7	28.4	7.5	1.5	9.0
Full-pay meals	75	100.0	32.4	40.5	21.6	5.4	27.0

Social Studies							
All Students	222	99.5	39.9	43.3	13.9	2.9	16.8
Gender							
Male	107	100.0	39.2	44.1	13.7	2.9	16.7
Female	115	99.1	40.6	42.5	14.2	2.8	17.0
Racial/Ethnic Group							
White	104	100.0	21.6	53.9	21.6	2.9	24.5
African American	101	100.0	61.3	30.1	5.4	3.2	8.6
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	30.0	60.0	10.0	0.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	171	99.4	33.3	47.2	17.0	2.5	19.5
Disabled	51	100.0	61.2	30.6	4.1	4.1	8.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	99.5	39.9	43.3	13.9	2.9	16.8
English Proficiency							
Limited English Proficient	14	92.9	36.4	54.5	9.1	0.0	9.1
Non-Limited English Proficient	208	100.0	40.1	42.6	14.2	3.0	17.3
Socio-Economic Status							
Subsidized meals	147	99.3	51.5	37.3	9.0	2.2	11.2
Full-pay meals	75	100.0	18.9	54.1	23.0	4.1	27.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	79	100.0	25.0	36.1	37.5	1.4	38.9
	4	75	98.7	46.3	38.8	14.9	0.0	14.9
	5	72	100.0	33.3	47.6	19.0	0.0	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	78	100.0	20.8	36.1	37.5	5.6	43.1
	4	66	98.5	38.7	41.9	17.7	1.6	19.4
	5	78	100.0	39.2	40.5	20.3	0.0	20.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	79	100.0	29.2	55.6	12.5	2.8	15.3
	4	75	100.0	42.6	36.8	19.1	1.5	20.6
	5	72	100.0	28.6	49.2	15.9	6.3	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	78	100.0	33.3	45.8	16.7	4.2	20.8
	4	66	98.5	43.5	37.1	12.9	6.5	19.4
	5	78	100.0	36.5	43.2	14.9	5.4	20.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	79	100.0	44.4	34.7	13.9	6.9	20.8
	4	75	100.0	58.8	30.9	8.8	1.5	10.3
	5	72	100.0	55.6	28.6	14.3	1.6	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	78	100.0	47.2	33.3	18.1	1.4	19.4
	4	66	98.5	51.6	38.7	8.1	1.6	9.7
	5	78	100.0	56.8	27.0	10.8	5.4	16.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	79	100.0	23.6	51.4	15.3	9.7	25.0
	4	75	100.0	39.7	48.5	11.8	0.0	11.8
	5	72	100.0	44.4	44.4	9.5	1.6	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	78	100.0	29.2	52.8	15.3	2.8	18.1
	4	66	98.5	41.9	37.1	17.7	3.2	21.0
	5	78	100.0	48.6	39.2	9.5	2.7	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 514)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.5%	Down from 4.9%	2.8%	2.8%
Attendance rate	96.8%	Down from 96.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.5%	0.0%	0.0%
Eligible for gifted and talented	2.2%	Down from 3.0%	10.7%	10.4%
On academic plans	63.4%	N/AV	39.2%	33.6%
On academic probation	4.0%	N/AV	1.2%	1.0%
With disabilities other than speech	7.8%	Up from 7.4%	8.3%	7.5%
Older than usual for grade	1.4%	Up from 0.9%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	60.6%	Down from 61.3%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.9%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	92.9%	Up from 85.8%	88.1%	87.3%
Teacher attendance rate	93.6%	Down from 94.4%	94.8%	94.9%
Average teacher salary	\$42,814	Down 0.8%	\$42,444	\$42,485
Prof. development days/teacher	14.5 days	Up from 13.2 days	14.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 20.5 to 1	18.4 to 1	18.6 to 1
Prime instructional time	88.8%	Down from 89.6%	89.5%	89.7%
Dollars spent per pupil*	\$6,666	Up 10.6%	\$6,332	\$6,557
Percent of expenditures for teacher salaries*	61.5%	Down from 61.9%	63.8%	64.0%
Percent of expenditures for instruction*	66.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As our theme for the year stated, our students and teachers certainly did Race Through Time this year. It was evident that working together as one, Clinton Elementary School became a well-oiled racing machine.

As our teachers strive to better educate our students, Clinton Elementary School has embraced the concept of coaching. As a school, we have undertaken the South Carolina Reading First Grant as well as the MSU Math and Science Coaching Initiative. Both of these grants focus on giving the teachers ongoing, applied professional development that enhances their teaching based on the needs presented by the students. Our coaches are trained in best practices in their subject areas to give them the ability to work hand-in-hand with the teachers to better serve the ever-changing needs of our students. It is through this ideal of coaching that the CES faculty works together to create a better learning environment for our students and community.

One of the most amazing attributes of the Clinton Elementary community is the ability to embrace change. This upcoming year is going to be one filled with positive changes. The construction process should be completed by early fall which will give CES a totally new look. Combine this new look with the continued enhancement of the coaching initiatives and increased parental support and programs, and Clinton Elementary School will truly emulate its motto of A Great Place to be a Kid!

Dennis Dotterer, Principal
John Avery, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	67	40
Percent satisfied with learning environment	97.2%	81.8%	74.4%
Percent satisfied with social and physical environment	86.1%	93.9%	87.2%
Percent satisfied with school-home relations	77.8%	90.9%	87.2%

*Only students at the highest elementary school grade level at this school and their parents were included.